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ABSTRACT

This report is the third of four reports on the Beginning Teacher Support Program (BTSP) on the effectiveness of mentoring new teachers. The paper focuses on technical aspects of the study. Study data are summarized in tables, including a comparison of teacher retention rates over the three years of BTSP, a summary of administrators' evaluations of the beginning teachers, and the effect of the mentoring program on professional development as evidenced by the "Concerns Model." Data are presented on: frequency of journal and interview citations; number of citations; special characteristics of mid-range citations; a summary of beginning teachers' high and low points during 1994-95; and a summary of considerations for developing a district/state mentorship program, including program structure, people involved, operation and program mechanics, follow-up, and practices to avoid at the local level. Finally, some conclusions from Year Three of the study are suggested: (1) the one-on-one mentoring concept enjoys almost universal acceptance by administrators and participants; (2) beginning teachers take the teaching context they are in very personally; and (3) the context of the local school is a dominant factor in how the beginner's source of well being develops. The BTSP Budget Report, July 15, 1994-July 14, 1995, and the survey instrument are included. (ND)

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ED 390 803

MONTANA BEGINNING TEACHER SUPPORT PROGRAM

Research Report For Year Three 1994-95

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Submitted July 1995

by

Dr. Lee Spuhler, Project Administrator
Dr. Alan Zetler, Project Ev...uator

SP036355

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INTRODUCTION

This report is the third of four reports due on the BTSP (Beginning Teacher Support Program). It was preceded by reports Research Report for Pilot Year One 1992-93 and Research Report for Year Two 1993-94. It will be followed by the final report covering the three years of the BTSP. The final report was originally intended to cover year three plus the final report but it was decided by the project coordinators to issue a separate year three report that could stand alone as a replication study and to allow the final report to be a true three year study document. The format of this third year report is the same followed in the year two report but is limited to the technical aspects of the study with a minimum of narrative. It is intended that the research design document (July 1993) be in hand to understand the replication procedures of year three.

THE RESEARCH QUESTIONS

The general research question for the BTSP study is stated as follows:

> Does the formal pairing of a beginning Montana teacher with an experienced mentor during the first year of teaching facilitate the pace and quality of the new teacher's development into a competent practicing professional?

There are three specific research questions for the study:

1. Does mentoring conducted under an exclusive one-on-one relationship have an effect of the new teacher's development as measured by performance and attitude over the life of the study?

2. What is the association between successful mentoring and selected contextual conditions under which the relationships function in a cross-section of Montana schools?

3. What mentorship program options could be recommended to CSPAC and Montana educators based on the effects and conditions examined during the study?

YEAR THREE SAMPLE

Twelve beginning teachers from western Montana under contract by July 15, 1994 were selected for the third year of the study. All individuals and schools participating completed the year. Six of the eight teacher education preparation programs in the state were represented with a high of four from the University of Montana. Rocky Mountain College and the College of Great Falls were not represented because of not having a confirmed placement in the western area as of the selection date. School district sizes and assignments were distributed as follows:

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School District Size		Assignment
AA -	2	Elem K-6 - 6
A -	4	Middle or - 6 (Five different majors)
B -	2	High School
C -	2	
Indep Elem -	2	

(One larger K-8 district and one multigrade rural district)

RESEARCH QUESTION NO. 1:

DOES MENTORING CONDUCTED UNDER AN EXCLUSIVE ONE-ON-ONE RELATIONSHIP HAVE AN EFFECT ON THE NEW TEACHER'S DEVELOPMENT AS MEASURED BY PERFORMANCE AND ATTITUDE OVER THE LIFE OF THE STUDY?

SUMMARY OF PERFORMANCE INDICATORS

Indicator	Results	Detail on Page...
Retention First Year	1992-93 11 of 11 in teaching 1993-94 11 of 12 in teaching or grad school 1994-95 12 of 12 in teaching	4
Retention 2nd year	1992-93 11 of 11 in teaching 1993-94 10 of 12 in teaching or grad school	4
Retention 3rd year	1992-93 10 of 11 in teaching	4
Retention in Profession	1992-93 91% after three years 1993-94 83% after two years 1994-95 100% after one year	4
District Evaluation Formative Evaluation	Exceptional 2 Above Average 4 Average 5 NR 1	5
Compared with other new teachers at that point in time	Exceptional 4 Above Average 2 Average 5 NR 1	5
District Evaluation Summative	Exceptional 2 Above Average 5 Average 3 NR 2	5
IPDP	Self Concerns 8 Task Concerns 14 Impact Concerns 18	
Distribution of IPDP Objective	20% 35% 45%	11
Attainment	Yes 2 No 1 Partial or NK 5 Yes 2 No 0 Partial or NK 12 Yes 6 No 0 Partial or NK 12	11

PERFORMANCE INDICATORS
(Continued)

Indicator	Results				Detail on Page
Concerns Model	Change in Percent		Pre to Post		
	Mentees	Direction	Control	Direction	
Self	60 to 28	-	37 to 20	-	
Task	33 to 44	+	33 to 10	-	
Impact	17 to 28	+	30 to 70	+	13
	Also see Other growth indicators below				
Mentor Effectiveness N = 12	Above expectations 6 Appropriate expectations 5 Below expectations 1				15
Mentee's Self-assessment N = 12	Well advanced 3 Ahead of expectations 4 Normal expectations 5				15
Administrator's Assessment of Mentee	More than Normal	Average	Less than Normal	NR	
Problems Encountered	2	3	6	1	5
Success Frequency	7	4	0	1	6
In-service Participation	Both access to in-service and opportunity to participate were below the discussion mean of 29.33. (Access = 21 and Opportunity = 11) No conclusions				30
Other Growth Indicators from Administrators	Did the new teacher develop beyond what your normal first year expectations would be? Yes 59% No 33% NR 8% Was progress toward expecations any more rapid than you would normally expect without mentoring? Yes 100% No 0% NR 0%				16 16

RETENTION INDICATORS

Participating beginning teachers, 35 in all, for the three years of the study plus teachers in the 1993-94 and 1994-95 control groups were followed up in June of 1995. Some differences may be noted in the recent follow-up as compared to what was reported in the previous two annual reports. That is because the previous data was based on data collected prior to report publications (about July 15). Some changes took place after that date and were not discovered until the most recent survey. Retention data is cummulative over the life of the study so the employment pattern of beginning teachers from all three years is appropriate. (See Table 1)

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SUMMARY OF
1994-95 ATTITUDE INDICATORS

Indicator	Results	Detail on Page...
Administrator's Attitudes of Program	1 Experience any staff resentment? None 12 Some 0	Pg 7 item 6
	2 Mentor selection -- done it differently? Yes 1 No 11	Pg 8 item 7
	3 Would you have selected another beginner as mentee? Yes 3 No 5 Perhaps 4	Pg 8 item 8
	4 Do mentors personalize the school for a beginner? Yes 9 No 0 Some degree 0 NK 3	Pg 9 item 9
	5 Are beginners contracted by July 15 any better? Yes 58% No 25% NK or no response 17%	Pg 17 item 9
	6 Is $1,000 or similar reward needed for mentors? Yes 50% No 33% No response 17%	Pg 17 item 10
Mentor's Attitudes of Program	N = 11	
On the Program	Positive 11 Negative 0 One unable to respond	Pg 22
On Self as Mentor	Positive 11 Negative 0 One unable to respond	Pg 23
Mentee's Attitudes of Program		
Personal Impact	Positive 12 Negative 0 Neutral/Conditional 0	Pg 24 item 1
Professional Impact	Positive 12 Negative 0 Neutral/Conditional 0	Pg 25 item 2
Mentor-Mentee Relationship	Positive 11 Negative 0 Neutral/Conditional 1	Pg 25 item 3

Table 1

RETENTION AFTER FIRST YEAR

	92-93 Mentees	93-94 Mentees	93-94 Control	94-95 Mentees	94-95 Control
N	11	12	11	12	10
Original District	9	9	7	12	7
Another District	2	1	1	-	-
Seeking Teaching	-	1	3	-	1
Grad School	-	1	-	-	-
Not Teaching	-	-	-	-	2
Active in Profession after 1 year *	100%	92%	73%	100%	70%

RETENTION AFTER SECOND YEAR

Original District	8	5	6	n/a	n a
Another District	3	3	2		
Seeking Teaching/Subbing	-	2	2		
Grad School	-	2			
Not Teaching			1		
Active in Profession after 2 years *	100%	83%	73%		

RETENTION AFTER THIRD YEAR

Original District	7	n/a	n/a	n/a	n/a
Another District	3				
Seeking Teaching/Subbing	1				
Grad School	-				
Not Teaching	-				
Active in Profession after 3 years *	91%				

* Active = Under contract or graduate school

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School

Administrator

Mentee

Mentor

SUMMARY OF
ADMINISTRATOR INTERVIEWS
APRIL 1995

1. As I _____ be returning to the district next year? Any details of the decision that might have implications for the mentorship program?

N = 12

Returning to District	Could Return	Returning, but different assignment
12	0	0

Was the decision in any way based on the fact that _____ was a participant in the mentorship program?

Yes	No
0	12

2. What is your assessment of _____'s performance on the formative evaluations that took place during the year?

Exceptional	Above Average	Satisfactory (Avg)	Below Avg	No Response
2	4	5	0	1

Are you able to compare that performance relative to other new teachers at the same point in time?

Exceptional	Above Average	Average	Below Avg	No Response
4	2	5	0	1

3. Have any final summative evaluations been conducted yet? If so, how did _____ come out? Where did _____ stand on any rating scale that might have been used?

Exceptional	Above Average	Satisfactory (Avg)	Below Avg	No Response
2	5	3	0	2

4. Was the number and intensity of problems experienced by _____ this past year any greater or less than what you might expect from a new teacher?

More than Normal	Normal	Less than Normal	No Response
1	3	6	1

(More than Normal because of situation)
1

Details? Was the mentor a factor?

More than Normal
1. More at first, but dissipated quicker - weeks instead of months.
2. A difficult classroom chemistry existed - not planned but existed from the start.
3. Mentor's work was instrumental in reducing number of detentions assigned to pupils.
4. Class was a group of 'ringers.' Some pupils on treatment. Beginner would have quit by Christmas without mentor's encouragement.

Average
1. Would have been more serious problems had mentor not been available.
2. New teacher could discuss problems in detail with mentor.

Less than normal
1. Less problems with behavior, policy and parental issues.
2. Administrator used mentor as an intermediary between other staff members and the new teacher.

Were the successes of ____ more frequent or of greater magnitude than you might normally expect?

Greater than expected	Normal	Less than expected	No Response
7	4	0	1

Details? Was the mentor a factor?

Greater than normally expected
1. Mentor's role was affirmative - encouraged beginner not to abandon efforts.
2. Organization of the curriculum; integration of curriculum.
3. How fast and how much to attempt in a given amount of time.
4. Some teachers bring a better background/personal package to the job than do others.
5. Self-confidence of new teacher enhanced allowing some leadership to show through.

Normal successes
1. Some of mentor's help replaced what principal might normally have done.
2. No doubt that existence of program's structure and rewards affect the priorities of the mentor.
3. Faster improvement because of mentor.

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5. Were there ways in which ____ developed as a new teacher this year that you feel could be attributed to the mentor? Specifics?

Categories of development -- not prioritized

Personal development:
1. Innate gentleness was nurtured and incorporated into teaching style.
2. Beginner allowed to develop as his own person - not a copycat.
3. Confidence and assertiveness developed.
4. Growth between evaluations due to personal relationship which opened the door to improvement.

Task Classroom development:
1. Time on task.
2. Details of grading and record keeping.
3. Classroom management.
4. School system protocol.

Impact development:
1. Curriculum integration developed as the modality.
2. Insights on working with children.
3. Curriculum planning with materials and activities.

6. Did you experience any resentment from other teachers over the selection of _____ as a beginning teacher or the selection of ____ as a mentor?

None	Some
12	0

Comments
1. Mentor is not socially active. Other staff members compensated for the mentor in that regard.
2. Would have helped to have known more about new teacher, but this is not easy with 57 employees in the building.
3. Other teachers saw an advantage to using mentor as an intermediary path to the new teacher.
4. Use of the district's $1,000 for broader school purposes softened any criticism.
5. Other staff not informed of the mentor's $1,000 reward.
6. Selection of mentor matched our existing buddy system selection procedure, so it was a natural.

7. As you reflect on the selection of ____ as a mentor, would you have done anything differently?

Yes	No
1	11

Comments

1. The superintendent chose the mentor, as the principal was new to the building.
2. Given the grade level and proximity, would have done it again.
3. Mentor's role needs to be defined relative to the specific new teachers so a positive relationship can develop.
4. Would have chosen the same person, even without the proximity and similar assignment.
5. Our school is striving for subject integration, so that was paramount in selecting the mentor.
6. Three or four others would also have made good mentors in this circumstance. The selection of a credible, well-leveraged mentor worked well.
7. The $1,000 for the mentor could be an issue if the same person received it two years in a row.
8. The mentor's leverage within the school worked to the beginner's advantage.

8. The program randomly selected ____ as a beginning teacher to be mentored. If you were given the choice, would another beginning teacher have been your choice?

Yes	No	Perhaps
3	5	4

Comments

1. Elementary teachers need the most help.
2. Middle school grades need more help.
3. Secondary teachers most need mentoring.
4. New teachers with odd assignments need mentoring.
5. Better to mentor young, less assured teachers.
6. New teacher's age, competence and maturity would cause me to select a more "malleable" beginner.
7. _____ would have succeeded anyway.
8. Certain structural or personal factors create situations where new teachers need mentoring, i.e., "free spirits" in art or music.
9. Would have chosen someone who was full time in the position rather than half day.
10. Interview impressions will drive my selection.
11. New teacher brought in a solid background. Hard to judge whether success was due to mentoring.
12. Candidates coming from colleges today are much better prepared than in the past.

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9. Schools evolve into systems or cultures in which pupils, teachers, support staff, the district and the community take on interactive roles within the system. The project views mentors as people who can personalize that system for one new teacher. Do you feel that process took place for ____ this year? Examples?

Yes	No	To Some Degree	No Response
9	0	0	3

Examples

1. Looking at schools as unique cultures is an accurate theory.
2. Our elementary and secondary staffs are two different social groups. Former teachers who had cross-over assignments have had problems satisfying both sides of that equation.
3. Personalities in our school act certain ways; a mentor who can read those actions is a quality needed in a mentor.
4. The new teacher may still have to learn the hard way.
5. The nuts and bolts of schools can be conveyed in groups. But the real teaching art is personal and must be addressed on that level.
6. Some mentors may not be representative of the total school culture. But in combination with other staff, that mentor's influence can be effective.

10. What ideas have you generated in your own mind about the induction of new teachers generally in your district as a result of this year's experience with the mentorship program?

On mentors

1. Incentives for mentors help incorporate the needs of the new teacher with their priorities and responsibilities. Renewal leverage is tool for administrators.
2. Releasing a mentor from active duty may not work. The immersion of that teacher in the active school life is necessary to properly benefit the novices - not what we did in prior years.
3. Keep training loose enough so that local definitions/intentions can be used.

On mentees

1. Mentoring can be part of planned professional development.
2. Regional meetings of new teachers would be a therapeutic show and tell.
3. Mentees, like ducks, are "cool and calm on the surface but paddling like mad underneath."

On administrators

1. Guidelines for administrators would help, but not imposed criteria.
2. Include administrators in initial mentorship meeting.
3. A down side: Mentor often talks with beginner in place of administrator. Thus, administrator may not get to know new teacher as well.

On the process

1. Sit down early before school starts. Formalize the process with regularly schedule interaction.
2. Keep the process voluntary. Some district school may not be good candidate
3. Regional efforts, as in upper Flathead, are being pursued
4. Some structure needed to create guidelines.

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ANALYSIS OF IPDP'S RE' ATIVE TO CONCERNS MODEL
1994-95

YEAR THREE

New Teachers = 12

IPDP's submitted = 10

Number of objectives cited in 10 IPDP s = 40

Range of number of objectives cited = 3 to 7

Mean number of objectives per new teacher = 4.0

Distribution of objectives re Concerns Model categories

Self concerns	=	8	=	20%
Task concerns	=	14	=	35%
Impact concerns	=	18	=	45%

Completion of attainment of IPDP goals as determined by Mentee

Goals N = 40

Goals attained	=	10	=	25.0%
Goals not attained	=	1	=	2.5%
Goals partially attained	=	13	=	32.5%
No Knowledge	=	16	=	40.0%

Attainment by Concerns Model Categories

	Attained	Not	Partial	NK
Self	2	1	1	4
Task	2	0	7	5
Impact	6	0	5	7

CONCERNS MODEL INDICATOR

As in the previous year, Dr. John Rogan conducted an assessment of mentoring effect on new teachers' professional development as evidenced by the 'Concerns Model.' The analysis of the 1994-95 study is found in Dr. Rogan's confidential report A Study of the Concerns of First Year Teachers: A Comparison of Mentored and Non-Mentored Novices June 1995.

Figure 1 from the Rogan report shows th- hanges in free response written concerns within the mentee and control groups from pre to post periods. He concludes from the data in this figure

"It would appear that in the early stages, the mentoring process stimulates self concerns. While this was not an expected result, it is not unreasonable. It is likely that having a mentor encourages self-reflection, and that such reflection is likely to focus initiallly on self as a teacher. However, from this data alone, there is no evidence that the mentoring process helped accelerate professional development to any marked degree. Those who were mentored did display an increase in task concerns as compared to the control group. It is possible that mentors did focus on skills related to this area. However, it is the control group that showed the greater increase in impact conce ."

Another part of the concerns model questionaire asks respondents to judge the importance of structured concerns. The means of mentee and control groups on pre and post tests provides another measure of professional development. Figure 2 shows the means of responses of both groups over the the "Stages of Concerns." Dr. Rogan concludes from figure 2

"Although we are dealing with small samples and data that is open to interpretation, the study does not, in my opinion, show that mentoring produced any marked changes in the professional development of teachers. In the written concerns, the mentees did display noticeable decreases in self concerns, accompanied by a slight increase in impact concerns. However, the control group showed even greater increases in impact concerns. The data from the Stages of Concerns questionaire again does not distinguish between the two groups, perhaps due in part to the small sample. Looking at the changes within groups that were statistically significant, the mentee group showed a decrease in self concerns. The comparisons between groups showed that the mentee group scored higher on self concerns on the pre-test."

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Figure 1

Changes from pre- to post-test on the percentages of types of written concerns expressed by mentees and control teachers 1994-95

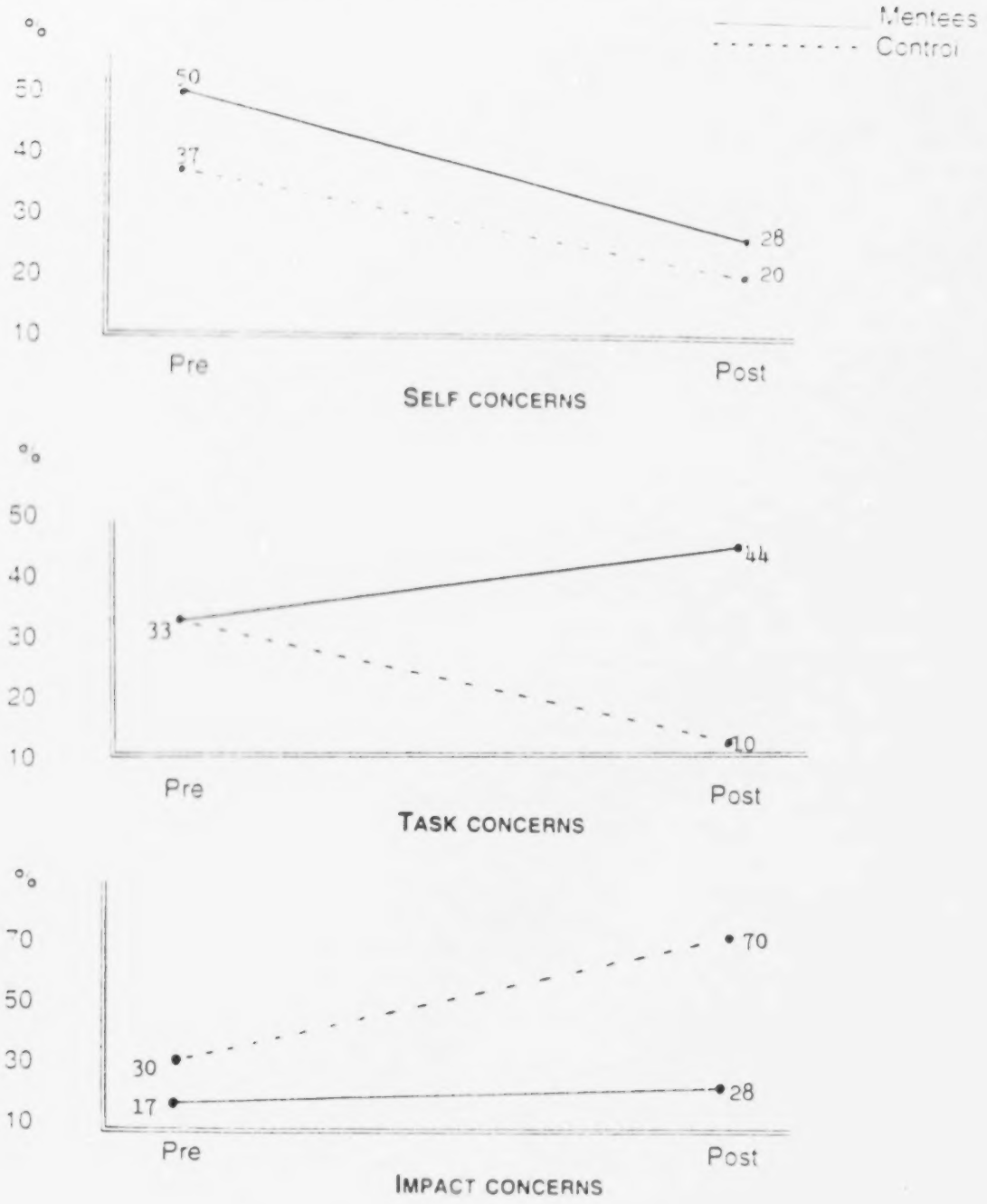
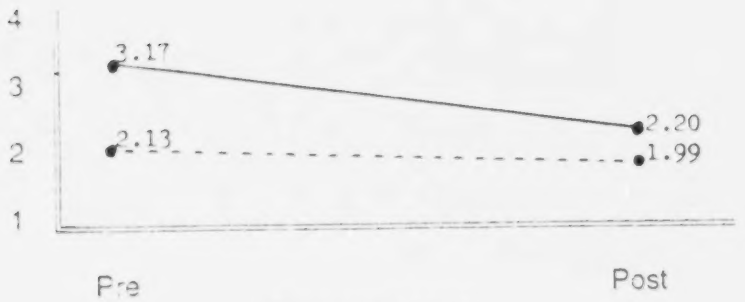


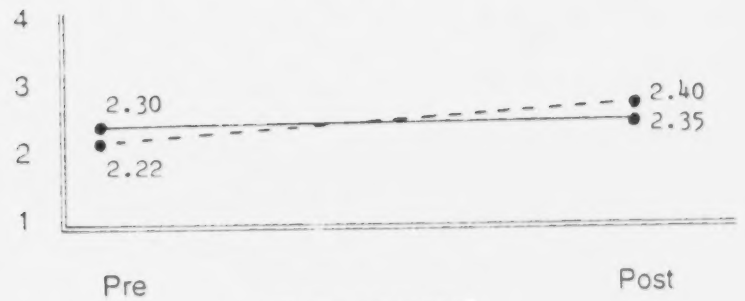
Figure 2

Means of mentees and control group on the pre- to post test for self, task and impact concerns. Stages of Concern Questionnaire 1994-95

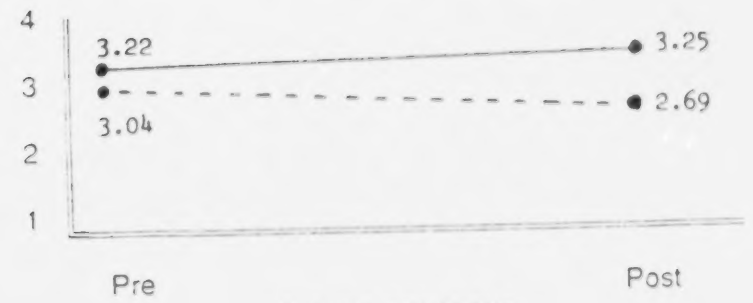
Mentees
Control



SELF CONCERNS



TASK CONCERNS



IMPACT CONCERNS

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MENTOR EFFECTIVENESS

The assessment of mentor performance was based on the collective judgment of the two coordinators, such judgment arising from on-site interviews, mentee journals, administrator comments and observations during general meetings.

The definition of effectiveness is 'actions appropriate to the mentee and to the local context.'

Of the twelve mentors for 1994-94, six were judged to exceed expectations, five were appropriate for the local situation, and one performed below appropriate expectations.

MENTEE SELF-ASSESSMENT

Data for mentee self-assessment comes from a case analysis of (a) structured and free interviews by the program coordinators, and (b) concerns model analysis by individual mentee.

Using the three stages of concern utilized in the concerns model as a basis, each mentee's end of year placement as a self, task or impact teacher was the foundation for the self-assessment decision. These decisions were tempered by impressions of the researchers gained from (a) above including the administrator's assessment exposed during the April on-site interviews. Using a comparative scale, the results determined by the researchers are as follows:

PROFESSIONAL DEVELOPMENT OF 12 MENTEES 1994-95

Well advanced of normal first year expectations --	3 mentees
Ahead of normal first year expectations --	4 mentees
Typical of first year normal expectations --	5 mentees

School_____
Administrator_____

SUMMARY JUNE 1995
(12 of 12 Returned)

ADMINISTRATORS' ATTITUDE SURVEY
FOR
BEGINNING TEACHER SUPPORT PROGRAM 1994-95

The mentorship program in which you participated this school year is a research project designed to answer the following question:

> "Does the formal pairing of a beginning Montana teacher with an experienced mentor during the first year of teaching facilitate the pace and quality of a new teacher's development into a competent practicing professional?"

The following items ask for your response to the mentorship program as you saw it function in the context of your school. Circle a response and comment as you see fit.

Professional Development of the New Teacher

		Percent of 12 responses		
1.	Do you have a set of general developmental expectations for first year teachers in your school?	75 Yes	25 No	0 NA
2.	Were the expectations of the new teacher under mentorship any different from the expectations of other non-mentored new teachers?	0 Yes	100 No	0 NA
3.	Did the new teacher meet your expectations for the year?	100 Yes	0 No	0 NA
4.	Was that attainment, or progress toward your expectations, any more rapid than you would normally expect without mentoring?	100 Yes	0 No	0 NA
5.	Did the new teacher develop beyond what your normal fir year expectations would be?	59 Yes	33 No	8 NA

- Comments on new teacher professional development:
  See Attachment A
- List one or two top expectations you had for the new teacher.
  See Attachment B

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School Context and the New Teacher

6. Do you feel the mentor helped the new teacher learn your school's standard operating procedures better than would be normal during the first year? — 100 Yes / 0 No / 0 NA

7. Did the new teacher learn the ins and outs of the school and community more quickly than normally would have been the case without mentoring? — 100 Yes / 0 No / 0 NA

8. Do you feel the new teacher's person problems and his/her relationships with existing staff were addressed or better understood because of the mentor's presence? — 84 Yes / 8 No / 8 NA

☼ Comments on the school context and the new teacher:
See Attachment C

The Project Structure

9. Beginning teachers for the project were selected because they were under contract by July 15, 1993. Do you feel new teachers hired by that date are generally of a better quality than those hired after that date? — 58 Yes / 25 No / 17 NA

10. Mentors are paid $1,000 by the project for the year's work. Looking to the future, do you feel a similar financial or equivalent reward would be needed to make one-on-one mentoring an accepted responsibility for veteran teachers? — 50 Yes / 33 No / 17 NA

11. Does your school already have some form of structured help for new teachers that differs from the annual general faculty orientation? — 58 Yes / 42 No / 0 NA

☼ Comments on project structure:
See Attachment D

THANKS FOR YOUR HELP

Return in the enclosed envelope to: Dr. Alan Zetler
Western Montana College
710 South Atlantic
Dillon MT 59725-3598

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Attachment A

ADMINISTRATOR S SURVEY COMMENTS 1994-95

"Comments on new teacher professional development" item.

Potential is realized. I begin to see self-confidence.

Mentorship provided an avenue for professional development.

New teachers need special opportunities for orientation, curriculum and knowledge of other staff.

_____ gained confidence and techniques with help of mentor.

Development and assimilation into school and community structures enhanced by mentor.

Development must include more than academics, it includes adjusting to the school community and the details that make it work.

I seriously believe _____ might have quit by Christmas had it not been for the mentorship program. It was wonderful for us.

_____ started out with many discipline referrals, but after working with mentor, reduced them considerably.

Development occurred in variety and appropriateness of lesson delivery, instructional strategies and teaching for an objective.

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Attachment B

ADMINISTRATOR'S SURVEY COMMENTS 1994-95

"List one or two top expectations you had for the new teacher."

Comments ranked by frequency were as follows:

1. develop rapport with staff and pupils.
2. classroom management.
3. discipline skills.
4. curriculum understanding.
5. inner workings of the school.
6. climate conducive to learning.

Other single comments:

gain self-confidence.

develop flexibility in lesson delivery.

exhibit growth in sensitivity to children.

develop lesson design.

Attachment C

ADMINISTRATOR'S SURVEY COMMENTS 1994-95

"Comments on the school context and the new teacher"

We always consider when hiring, "Will the teacher fit into the staff?" This program helped jump start the process.

The program gave the mentee a person to bounce ideas off.

The sooner a new teacher understands the ins and outs of the school, the fewer problems/situations arise.

The mentor acted as a go-between in the establishment of rapport. also regularly reminded the new teacher of expectations and duties.

We have three teachers in our middle school program. The mentor/ mentee relationship had the effect of leaving the third teacher out.

Whether it was the beginning teacher's personality or the influence of the mentor program, our new teacher showed a rapid development of self-confidence and leadership.

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Attachment D

ADMINISTRATOR'S SURVEY COMMENTS 1994-95

"Comments on project structure"

The structure of the program was well organized and easily managed

A profitable project and should be continued if at all possible. the key is mentor selection.

We currently have what is not much more than an assigned buddy system.

We hope to incorporate this program into a district model.

Great help to our system.

Mentoring is worth paying for. The reward makes the mentor more responsible.

Our mentee assisted with structuring help for the other eight new teachers in the building.

Although not structured, I feel support for our new teachers has been there through other teachers and administrators.

I don't know if $1,000 is the magic figure, but the stipend helps make people more willing. One half of the amount would probably suffice.

MENTORS' ATTITUDES TOWARD PROGRAM
MAY, 1995

11 of 12 mentors responding

Question 1: Attitude toward the program

Positive	Negative	Neutral or Conditional
11	0	0

Reason why positive

Attitudes have been positive throughout.
Support from district administration.
Strong trust developed between the two of us.
Saw evidence of professional and emotional growth in mentee.
Realized how many little things experienced teachers take for granted.
No way this program cannot be of assistance to new teachers.
New teacher is incorporated faster.
Created better fellowship within our department.
I've learned from other participants.
We both grew professionally.
More at ease talking with each other.
We became good friends in the process.
New enthusiasm for me.
I have a long-standing ownership in our school program. I appreciated the opportunity to bring the mentee into that program.
Traveling together to general meetings was significant.
Made us aware at our school how important it is to get to know new teachers.
Mentee's ideas and concerns have stimulated my thinking.

Concerns about the process

Needed more uninterrupted time together.
Start the process early in the year.
Keep the program flexible - all new teachers may not need the help.
The $1,000 for the district enabled the administration to buy time for us to be together.
Incentives are needed to secure good mentors.
I would like more training as a mentor.
Stronger support at the beginning.
Need a plan for reassignment if the pairing does not work out.

Earmarking how the district's $1,000 will be used.
The mentee should also be rewarded with incentives.
A little heavy on mentor stipend.
Distribute the project's funding throughout the state.

Suggestions for change

Develop specific local activities to evaluate program effectiveness.
Advanced mentor training to encourage the proper helping attitude.
Rewards for the new teacher, such as college credits.
District should develop a comprehensive resource list for new teachers.
Formal release time during the school day should be structured in.
Pairs should meet as a group during the summer.
Make the program statewide.
Start as soon as new teacher is hired.
A checklist for mentors of questions that new teachers don't know how to ask.

Question 2: What was the effect of BTSP on you, the mentor?

Positive	Negative	Neutral or Conditional
11	0	0

Reasons

Positive feeling of being able to help someone in a trusting relationship.
Opportunity to reflect with another teacher on how we are doing and how we can improve.
Opportunity to hear from other teachers in the region.
Reassurance that the program will be in good hands when I retire.
Affirmation and new found enthusiasm.
As a future administrator, the program taught me much on how to help a first year teacher.
Renewed my appreciation for the job stresses many teachers deal with on a daily basis.
Prompted me to rethink the way I interact with staff, parents and students.
I was made more aware of my own strengths and weaknesses - mainly my own complacency after fifteen years.

ATTITUDE STATEMENTS FROM MENTEES ON THE MENTORSHIP PROGRAM MAY, 1995

N = 12

Question 1: What personal impact did the BTSP have on you?

Positive	Negative	Neutral or Conditional
12	0	0

Positive related

Able to get together with other new teachers and teams and discuss problems.
Became very good friends with mentor.
A support system.
Many questions would have otherwise gone unanswered.
Mentor networked me to other staff.
Mentor's availability increased my comfort right from the start.
Personal confidence and success enhanced.
I learned how to grow.
Formalized responsibility gave me the feeling I was not making him (mentor) go out of his way.

Personal concerns/exceptions to positive impact

More time for mentor and new teacher to meet.
I hope all first year teachers could have such a system.
The selection of mentors is critical.
Mentors, of and by themselves, cannot make a new teacher feel welcome in the school.
Maintain the caring and helping aspects of the program.
Start the program before school starts in the fall.

Question 2: What professional impact did the BTSP have on you?

Positive	Negative	Neutral or Conditional
12	0	0

Positive related

It is OK not to do it all.
The school hired a sub for the mentor so she could visit my classroom.
Program helped facilitate more observation and workshop opportunities.
Good guidance for my professional development.
Mentor eased my mind about professional situations.
Mentor let me know other beginning teachers were going through the same thing.
When problems arose, I did not have to proceed blindly.
Great help preparing for administrative evaluation.
Insight into the system.
I learned how to deal with trouble-makers.

Concerns or exceptions to "professional" impact on mentee

Should be available to every first year teacher.
Professional college credits should be part of program participation.
As a group, BTSP participants should meet more often.

Question 3: What was your attitude toward the Mentor-Mentee relationship as you experienced it?

Positive	Negative	Neutral or Conditional
11	0	1

Positive related

Our personalities matched.
Poor match initially, but finally established ourselves as colleagues.
Mentor volunteered information when appropriate.
A good friendship developed.
I have a colleague I can talk to.
I felt it was my right to ask as a formal mentee.
The relationship with other first year teachers was equally valuable.
Comforting to know I could go to my mentor anytime.
My mentor is a top example in my school to follow.

RESEARCH QUESTION NO. 2

ASSOCIATION BETWEEN MENTORING SUCCESS AND SELECTED CONTEXT CONDITIONS

Mentee journals for the year were submitted in May at the Missoula general meeting. Beginning teachers recorded the content of talk throughout the year with mentors and were asked to write their feelings and reactions to the events they discussed with mentors. At the monthly on-site interviews, the project coordinators recorded the content and comments expressed by both mentors and mentees plus any observations. Each comment from these sources was called a 'citation.' Over 2,000 citations were classified into categories previously determined by the pilot year of the study. A category of 'Other' was used to record and classify post hoc any citations that did not fit the predetermined taxonomy.

Table 2 shows the 21 topics most often addressed in conversation and in mentee journal thought. An arbitrary minimum of 35 citations was used to determine inclusion in the table. Mentees most often talked and thought about "school context" and 'other' conditions. Practically all of the mentees shared these areas of concern.

Six of their structural context conditions in the study were of little concern to new teachers. Table 3 shows the conditions which had less than 10 citations totaled across all twelve mentees.

The relative importance of the structural conditions impinging on the new teachers is shown by the means in Table 4. The manner in which the teaching situation personally impacts beginning teachers and dominates their thoughts is illustrated by the fact that the stated means are significantly determined by the higher ranked concerns found in Table 2 (Personal, discipline, faculty/staff relations, and extra-curricular assignments).

Between the higher and lower ranked citations was a range of less definable and less pervasive comments. But these citations do send a collective message which is noted as 'Special Characteristics of Mid-Range Citations' on page 32.

SPECIAL INPUT FOR BSTP CONSIDERATION

During the year, two topics surfaced at the general meetings which seemed to merit consideration by mentorship programs that may follow the conclusion of the project. One topic was a general consensus of all participants, validated by specific questioning during the March on-site interviews, about what a district or the state should keep in mind if they are establishing a mentorship program. These ideas appear on page 34.

At the May general meeting, beginning teachers in the 94-95 group volunteered their recollections of high and low points they experienced during the past year. Administrators, mentors and new teachers who are cognizant of these ups and downs will have a better idea of what can significantly affect a beginner's well being. Page 33 enumerates these high and low points. One can notice the need to boost a first year teacher's confidence about February, or as termed by a 93-94 mentor, "slump month."

TABLE 2

RANKED FREQUENCY OF THIRTY-FIVE (35) OR MORE TOTAL JOURNAL AND INTERVIEW CITATIONS 12 MENTOR/MENTEE PAIRS 1994-95

Frequency	Citation Classification Main - Sub - Specific	No. of Pairs Responding
138	Context - Beginning Teacher - Personal **(Comment) 8 of 12 teachers had 11 or more citations**	All (12)
84	Other - Pupils - Discipline **50 citations among four teachers**	All
66	Other - Other Faculty/Staff Relations **One teacher with 19 citations (departmental staff problem)**	All
64	Other - Extra Curricular Assignments **35 citations among two teachers with high school responsibilities**	10/12
53	Other - Parents relations/conferences **Correlated with special needs pupils and discipline**	10/12
50	Communication Conditions - Informal - Assignment similarity **Citations were positive and appreciative**	All
49	Professional Growth - Definitions - Mentee's perception **Even distribution**	All
46	Context - The Mentor - Empowerment/Support **Positive and appreciative comments**	11/12
45	Communications - Informal - Physical proximity **Advantage of immediate and accessible assistance noted**	All
44	Other - Instruction - Methods and Materials **Likely to be correlated with discipline**	9/12
43	Context - Beginning Teacher - Professionalism **Often a concern of teachers who express many personal comments**	All
42	Communications - Formal - Released time **Absence or presence of released time is significant factor in mentorship structure**	All
40	Context - The Mentor - Philosophical compatibility **Most notable if compatibility is missing**	All
40	Other - Instruction - Curriculum/content **Associated with teachers who are either struggling or doing exceptionally well**	11/12

(Continued Next Page)

TABLE 2
(Continued)

RANKED FREQUENCY OF THIRTY-FIVE (35) OR MORE TOTAL JOURNAL AND INTERVIEW CITATIONS 12 MENTOR/MENTEE PAIRS 1994-95

Frequency	Citation Classification Main - Sub - Specific	No. of Pairs Responding
40	Other Pupils - Recognition/parent & peer relationships **An elementary level concern**	10 12
39	Context - The Mentor - Leverage within district **Even distribution - an advantage for the beginner**	All
39	Other - Instruction - Classroom management **An elementary level concern**	11 12
39	Communications - Formal - Structured observation **A desired structure - appreciated when available**	All
37	Context - Beginning teacher - Cultural **A question of teacher's background matching/mismatching the community**	All
37	Other - Administrative involvement **11 citations from one teacher with special needs classroom**	10 12
37	Context - School and community - Pupil values **Idealized pupils don't match reality**	All

TABLE 3

LOWEST CONCERNS: BELOW TEN CITATIONS 12 MENTOR/MENTEE PAIRS 1994-95

Citation Classification	Journal	On-Site	Total
Other - Housekeeping - Physical	4	0	4
Prof. Growth - Definitions - Negotiated Agrmt.	3	2	5
Context - The Mentor - Innovations	2	3	5
Context - School and Community - Standards	1	5	6
Professional Growth - Opportunity - Leave time	3	3	6

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TABLE 4

NUMBER OF CITATIONS BY SOURCE WITH CLASSIFICATION MEANS
12 MENTOR/MENTEE PAIRS
1994-95

Classification	Journal	On-Site	Total	Mean for Class
A Context Conditions				
Beginning Teacher	171	78	249	50
Mentor	110	114	224	25
School and Community	95	188	283	24
B Communication Conditions				
Formal Communication	60	142	202	29
Informal Communication	30	65	95	48
Interpersonal Communication	64	53	117	39
Peer Communication	12	18	30	30
C Professional Growth Conditions				
Definition of Professional Growth	57	71	128	26
Access to In-Service	17	24	41	21
Opportunity to participate in In-Service	13	19	32	11
Rewards for Professional Growth	13	12	25	13
Concerns Model Application	6	16	22	11

(Continued Next Page)

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TABLE 4
(Continued)

NUMBER OF CITATIONS BY SOURCE WITH CLASSIFICATION MEANS
12 MENTOR/MENTEE PAIRS -- 1994-95

Classification	Journal	On-Site	Total	Mean for Class
D. Other Structural Conditions				
Demands on Individual	211	41	252	42
Includes:				
Faculty Staff Relations	58	8	66	
Extra Curricular	48	16	64	
Parent Relations Conferences	48	5	53	
Housekeeping	4	0	4	
Administrative Involvement	30	7	37	
School Program (Curriculum)	23	5	28	
Instruction	197	34	231	26
Includes:				
Assessment	10	2	12	
Records	18	1	19	
Supplies	14	2	16	
Calendar Schedules	10	0	10	
Curriculum Content	36	4	40	
Methods Materials/Integration	41	3	44	
Classroom Motivation	23	4	27	
Management/Organization	25	14	39	
Planning/IEP's/Meetings	20	4	24	
Pupils	145	33	178	45
Special Needs Pupils	30	4	34	
Discipline	71	13	84	
Individualizing	12	8	20	
Pupils Parent/Peer Relations	32	8	40	

SPECIAL CHARACTERISTICS OF MID-RANGE CITATIONS
(TOTALING BETWEEN 10 AND 34)
12 MENTOR/MENTEE PAIRS
1994-95

The qualities that the beginning teacher and the mentor bring to the paired relationship as context conditions are usually viewed positively and not criticized unless the relationship is strained.

The demographic and cultural changes occurring in western Montana are of mild concern to new teachers but are not viewed as a problem unless the values of pupils create classroom problems.

The interpersonal communication generated by the pairing is far more mentioned by the new teacher as a source of support than are the induction/orientation efforts of districts and administrators.

School district definitions and mechanisms of professional growth are of less concern to first year teachers than are self-perceptions of growth generated by pupil attainment and encouragement of others. The exception is the administrator's formal evaluation.

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BEGINNING TEACHERS HIGH AND LOW POINTS DURING THE PAST YEAR 1994-95

High Points

Contract renewal!
Getting lower ability students to complete work on time.
Kids' accomplishments.
January evaluation results after a long wait.
I finally broke through the defensive shield of a girl in my class.
When someone from outside the school paid me a compliment.
New curriculum plans for enhancing the Spanish program.
I finally feel bonded to my students.
I'm all ready to go for next year.
My half-day assignment in P.E.
Rejuvenation of the IA/Tech Program and the support I received.
Some of the extra-curricular work in speech and drama -- being able to do my own thing.
Improvement of my organizational skills.
I don't take things personally anymore.

Low Points

Living in another town - having to drag my own kids along until 5:30 every day.
Department personnel problems, extra-curricular work and a reluctant school board all came together during February.
Teach - correct papers - plan : Monotony of the routine hit me in February along with personal problems.
I'm glad Spring Break came when it did.
The frustration of the roller coaster ups and downs.
Trying to manage "the class from hell."
Sucked into the routine where our family suffered -- especially during February and March.
During December I was not feeling good about my own competence.
First week of February when Tournament was on, semester grades were due, and getting out of bed was a challenge.
February and March when the kids slacked off.
Comparing my workload to my husband's high school teaching job left me depressed.
Just before Christmas with my roller coaster class.
A debacle when the head coach left me with the responsibilities (but I pulled through it!)
Extra-curricular activities made teaching tough.

Considerations When Developing a District/State Mentorship Program

Sources of Ideas

1. General meetings January and May in Missoula
2. March 1995 On-site interviews
3. 'Mentor Attitude Toward Program' survey administered at May general meeting

Note: Some ideas may be contradictory. The topic was brainstormed without consensus.

Program Structure

1. Goals

Principle actors (new teacher, mentor, administrator) should agree on goals and how to evaluate the process.

2. Administration

Ideal would be a local school effort as part of a district effort (if large enough) and then as part of a regional consortium. The state could be involved.

3. Funding and Spending Guidelines (Local)

Administration, mentor and new teacher should collaborate on how funds/equivalents should be used.

4. Incentives

Compensation or its equivalent should be provided for both mentor and mentee. Incentives formalize the responsibilities. Compensation for the mentor releases the beginner from feeling guilty about asking for help. Schoolwide recognition would help as part of staff development structure and to insure administrative involvement. If spread around to willing teachers, compensation may not be necessary. Compensation by itself is insufficient -- mentors must feel good about helping someone. Compensation is defined as dollars, travel, college credit, workshops or conferences, and released time during the school day.

5. Timelines

Start early before school in the fall. The previous spring (after hiring) would be nice. Establish a released time schedule -- it is easier to back away from released time if not needed than trying to find time after the fact. Consider scheduling same prep periods. Meet with other mentors and

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beginners in geographical areas as part of a wider system of support. Schedule such meetings.

The People Involved

This is a person-to-person program. Mentors need to be concerned about the whole person of the beginning teacher. Personalities, confidentiality and trust are big factors. Sex and age have nothing to do with matching. Some new teachers may not need, or be receptive to mentoring, others could not survive without it; attitudes must therefore be flexible. Some vehicle for change should exist in case the pair does not match. Some of the school considerations when matching mentor and mentee are (a) subject assignment similarity (although different assignments have worked well also), (b) team concept in working with kids, (c) observation of each other's classes is helpful, (d) other staff members can also help new teachers, perhaps in ways the mentor cannot, (e) physical proximity of classrooms really helps, (f) mentors must be experienced and respected -- a master teacher and probably tenured, (g) mentor should be neutral in the forces that exist in the community, (h) the mentor is a guide -- not an evaluator of the new teacher, and (i) mentors should be people who like to be bugged with questions and concerns.

Operation and Program Mechanics

1. Training and Orientation

Get participants, including administrators, together early for orientation and support. Role playing might help. But don't overdo training, as norms and expectations created might dampen the flexibility and spontaneity needed in the relationship.

2. District/School Information

A survival packet ought to be constructed composed of (a) beginning do's and don'ts, (b) explanations and details of district paperwork, and (c) a district video production on procedures. The thesis behind these efforts is that existing administration and staff assume too much, forgetting that the new teacher is not privy to this knowledge.

3. Time Together For Mentor and Beginning Teacher

Look again at the released time idea. The immediate help or idea made possible by lots of informal contact during the day is very important to new teachers. Schedule some time away from school -- trip, convention, regional mentorship meetings, etc. -- for the pair; this is "quality time" together.

Follow-up: After the Ball is Over...

1. Make the mentor available the summer after the beginner's first year for advice and counsel.

2. There is some merit to the idea that real curriculum and instructional help might better occur during the second year of teaching -- after first year survival.

Some Practices to Avoid at the Local Level

1. Exploit the uninformed new teacher.

2. Give newcomers the dregs.

3. "Young whippersnapper" attitude of some older staff.

4. Divisive school politics pulling at the beginner.

5. No-win situations/assignments for the beginner.

6. No insulation for the beginner from his/her critics.

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RESEARCH CONCLUSIONS AND INTERPRETATION

The third specific research question speaks to the recommendations and program options that can me made to CSPAC about the establishment of future mentorships in Montana. That question is more appropriate for the final report for the three years of the study and will thus appear in that document.

Year three of the study replicated the procedures of year two and some direct comparisons will be made between the two years in the final report. In the meantime some conclusions from year three include the following:

The one-on-one mentoring concept designed into the study enjoys almost universal acceptance by administrators and participants. Attitudes about the effects of the program on the beginning teacher are very positive. The more objective indicators or program success lean toward positive results, although the Concerns Model statistics for the third year did not substantiate accelerated professional development for beginning teachers as much as it did for the second year sample.

As was the case in the previous year, beginning teachers take the teaching context they are in very personally. Most of what happens initially to the mentees within their classrooms and due to outside forces is interpreted by the beginner as cause and effect and they, the new teachers, are the cause.

The context of the local school is a dominant factor in how the beginner's sense of well being develops. To shift a new teacher to another district would create a completely different chemistry than what the researchers found in each of the twelve mentorship sites. In the words of two administrators, the existence of a mentor gives the new teacher a "jump start" toward an acceptable range of appropriate options that will fit a community both personally and professionally. The process of attaining professionalism is enhanced.

BEGINNING TEACHER SUPPORT PROGRAM
BUDGET REPORT

July 15, 1994 - July 14, 1995

	FY 94-95 Cost	FY 94-95 Budgeted
Salaries/Wages		
Project Administrator Evaluator	20,000	20,000
Secretary (.25 FTE)	4,250	4,250
Employee Benefits		
Secretary (22%)	935	935
Travel/Per Diem		
Project Staff	3,454	5,892
School Personnel	5,112	4,160
College Faculty	500	761
Communications/Supplies		
(includes $600 telephone)	2,128	1,112
Total Charges		
Direct	36,379	37,110
Indirect (8% of Direct)	2,970	2,970
	39,349	40,080

Payment to Mentors	1,000 x 12 = $12,000
Payment to Schools	1,000 x 12 = $12,000

TOTAL COST FOR THIRD YEAR = $63,349